

Increase Understanding Of Gratitude With Video-Based Learning At Madrasah Tsanawiyah

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Abstract: This study aims to examine the effectiveness of video-based learning in clarifying the concept of gratitude to students who attend Madrasah Tsanawiyah. This study used a quantitative descriptive approach. The study used a sample size of twenty-eight students. Participants in the study effort were asked to answer questions asked by the researchers both before and after watching the film. A substantial improvement in response accuracy was seen among participants after viewing the videos provided by the researchers. This video aroused the curiosity of the respondents, which also showed an understanding of the intended video material. Students benefit from the use of video in teaching and learning because it grabs their attention and compels them to acquire valuable knowledge. Overall, video-based learning can be integrated into instructional and learning processes. Visually presented lessons are easier to maintain and understand. Using videos helps arouse students' curiosity about acquiring new knowledge. Using videos helps arouse students' curiosity about acquiring new knowledge.

Keywords: Understanding, grateful students, happiness in life, Video-based Learning, Madrasah Tsanawiyah.

Abstrak: Penelitian ini bertujuan untuk mengkaji efektivitas pembelajaran berbasis video dalam memperjelas konsep syukur kepada siswa yang bersekolah di Madrasah Tsanawiyah. Penelitian ini menggunakan pendekatan deskriptif kuantitatif. Penelitian ini menggunakan ukuran sample dua puluh delapan siswa. Peserta dalam upaya penelitian ini diminta untuk menjawab pertanyaan yang diajukan oleh para peneliti baik sebelum dan sesudah menonton film. Peningkatan substansial dalam akurasi tanggapan terlihat di antara peserta setelah melihat video yang disediakan oleh peneliti. Video ini membangkitkan rasa ingin tahu para responden, yang juga menunjukkan pemahaman tentang materi video yang dimaksudkan. Siswa mendapat manfaat dari penggunaan video dalam pengajaran dan pembelajaran karena menarik perhatian mereka dan memaksa mereka untuk memperoleh pengetahuan yang berharga. Secara keseluruhan, pembelajaran berbasis video dapat diintegrasikan ke dalam proses instruksional dan pembelajaran. Pelajaran yang disajikan secara visual lebih mudah untuk dipertahankan dan dipahami. Menggunakan video membantu membangkitkan rasa ingin tahu siswa tentang memperoleh pengetahuan baru

Kata Kunci : Pemahaman, siswa bersyukur, kebahagiaan hidup, Pembelajaran Berbasis Video, Madrasah Tsanawiyah.

INTRODUCTION

Everyone wants to be happy at all times. When a person is satisfied, mental health and general well-being can be maintained.(Lee et al., 2021) Happiness is a good emotion that supports people in achieving their goals and healthy social connections (Amani Happiness is a term used to describe pleasurable emotions, including warm inner feelings, a sense of accomplishment, a sense of coordination, inner peace, joyful experiences, joy, and the confidence to make better choices to succeed. (Y. Jiang et al., 2022) Primarily, happiness is influenced by several and social components (Tian et al., 2021). Students will be required to complete homework as the session progresses. Instructors allocate a large number of courses to their students to verify that they understand the subject matter presented in class. Therefore, it is important to maintain the happiness of students by completing some necessary tasks.

Developing a deep understanding of gratitude is a constructive approach to achieving

pleasure. Gratitude, an excellent emotional characteristic, significantly contributes to achieving a fulfilling life path(Kong et al., 2020). Grateful individuals tend to report higher levels of life satisfaction, show more positive emotions while experiencing less hopelessness, anxiety, and jealousy, have better empathetic care for their peers, and engage in more helpful actions(Leong et al., 2020). Simultaneously and immediately fostering many relationships in social networks is possible with gratitude (Algoe et al., 2020) and correlated substantially with happiness(Portocarrero et al., 2020).

Gratitude is very efficient in reducing emotions of acute stress and anxiety and can improve mental health(D. Jiang, 2022). Students can reduce stress by engaging in diverse activities and completing more academic tasks through consistent gratitude practices. Therefore, students should express appreciation to reduce mental tension. Due to mental fatigue, students will not be able to concentrate in class during study sessions; their academic performance will also decline, and they will be stuck in a state of high stress.

Gratitude is a method of achieving a consistent state or level of emotion in a given situation. Gratitude activities consist of: (1) constructive meetings that include differences, satisfaction, obstacles, and gains; (2) enhanced understanding of appreciation, including recognition of trivial matters previously ignored by students; and (3) the relational value of communal time investment. As a result, students must cultivate an attitude of gratitude. Students can gain some advantages and overcome obstacles by cultivating gratitude. In addition, by developing exceptional attention during classroom instruction, children who engage in these activities can also observe improvements in their academic performance. Again, educational institutions must improve their technical communication(Bono et al., 2020).

LITERATURE REVIEW

Understanding gratitude is the ability to acknowledge and appreciate all the goodness and blessings that have been given to us, both in our personal lives and the surrounding environment.(Gulliford et al., 2019) Gratitude involves being aware of gifts that we may often overlook in our daily lives, such as health, family, friends, work, and the opportunities we are given.(Kong et al., 2020)

In addition, an understanding of gratitude also includes appreciation for the process or journey we experience in achieving a goal or obtaining a certain achievement. This means we are not only grateful for the end result, but also for the effort, patience, and perseverance we have put in to achieve it. By understanding the value of each step in our journey, we can feel a deeper sense of gratitude.

Lastly, an understanding of gratitude also includes the ability to see the positive side of any situation, even in difficult or challenging conditions.(Prusak et al., 2021) This does not mean ignoring the sadness or difficulties we may experience, but rather the ability to discover the wisdom and valuable lessons behind each experience. Thus, gratitude becomes an attitude that guides us to live life with appreciation and peace in every moment we face. Video-based learning is an approach in the learning process that uses video media as a means to convey information, concepts, or skills to students.(Tugirinshuti et al., 2022) This approach harnesses the visual and audio power of video to improve the understanding and retention of learning material.

One of the main advantages of video-based learning is its ability to present content in a visually appealing and easy-to-understand manner. With images, animations, and demonstrations included in the video, students can gain a better understanding of the material taught.

In addition, video-based learning also allows flexibility in the time and place of study. Learners can access learning videos anytime and anywhere according to their needs. This allows learning to be more independent and can be adapted to each individual's learning rhythm.(Baig & Alotaibi, 2020)

In addition, video-based learning also allows the integration of interactive technologies, such as quizzes or interactive exercises, which can increase learners' engagement in the learning process.(Liu et al., 2022) With direct interaction through video, students can be more actively engaged in learning and get feedback instantly.

Thus, video-based learning is an effective approach in delivering learning material in an engaging, flexible, and interactive way. However, the use of video as a learning medium also requires careful planning to ensure the content delivered is relevant, easy to understand, and supports the learning objectives to be achieved.

RESEARCH METHODS

The study used a quantitative descriptive methodology in which variations between pre- and post-watch movies about gratitude were identified. Quantitative procedures contain numerical measures and are used to analyze quantitative data (Bauer et al., 2021). The compilation, presentation, depiction, evaluation, and interpretation of the collected data are all described in descriptive statistics (Murphy, 2021). Participants who responded to the survey were students enrolled in Islamic education at Madrasah Tsanawiyah Negeri 1 Pangandaran. A total of twenty-eight students were selected as respondents. SPSS software version 23 was used

to analyze the data collected for this investigation.

The research instrument consists of a series of questions given to participants by the researchers. Twenty-eight students were asked five questions about the concept of gratitude: how effectively a person expresses gratitude, what actions are needed in the spirit of gratitude, and appropriate actions. Students are presented with a series of questions using a Google form. Students are asked to do a series of examinations before viewing the film provided by the researcher. Students are not allowed to watch movies to answer questions. After that, the participants will see a gratitude-themed film provided by the researcher. Students then resubmit all questions asked by the researcher after viewing the film.

RESULTS AND DISCUSSION

RESULT

The survey results provided to participants will be presented by researchers in this segment. Respondents' responses before and after watching the film will be detailed in the study's findings.

Table 1. Summary of Islamic Education

No.	Question	Answer Choice	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1	Question 1. What is Gratitude?	Yes	0	0	23	82.1
		No.	28	100	5	17.9
		Total	28	100	28	100
2	Question 2. What is the function of gratitude?	Yes	18	64.3	28	100
		No	10	35.7	0	0
		Total	28	100	26	100
3	Question 3. When is the right time to be grateful?	Yes	19	67.9	28	100
		No	9	32.1	0	0
		Total	28	100	28	100
4	Question 4. Who do you need to be grateful for?	Yes	10	35.7	25	89.3
		No	18	64.3	3	10.7
		Total	28	100	28	100
5	Question 5. How can I be properly grateful?	Yes	17	60.7	28	100
		No	11	39.3	0	0
		Total	28	100	28	100

According to Table 1, students did not get proper answers to the initial questions before watching the researcher-provided film. Therefore, the table can present twenty-eight learning frequencies corresponding to one hundred percent. Respondents were unaware of the concept of gratitude. After watching a film about the virtues of gratitude given by the researcher, the participants responded accurately to the questions.

As a result, a more significant proportion of pupils responded to questions; As seen in the table, twenty-three respondents gave accurate responses, accounting for 82.1%. According to researchers, the video establishes gratitude. In contrast, five respondents gave wrong answers to 17.9%. This student is in this position because the reaction does not concentrate on the video. Indeed, the film begins with an award concept statement.

According to Table 1, the graph illustrates the response to the second question, which reveals that while 64.3% of respondents answered correctly, 18% of people did not watch the movie. The subject's response is equivalent in value to the term itself. Meanwhile, out of ten respondents, 35.7% gave the wrong answer. These respondents participated in fewer reward measures. After watching the film offered, the proportion of participants who achieved a perfect score rose to twenty-eight people. This question is very easy and complicated related to writing items. This question is very easy and complicated related to writing items.

According to Table 1, Results for the third investigation were presented in the form of answers given by nineteen participants, of which 67.9% were accurate, excluding those who watched the film. The provision of answer choices facilitates participant engagement. As a result, participants accurately inferred the response. Nine participants, or 32.1%, answered incorrectly because they were unsure about the right time to express gratitude. For one hundred percent, the proportion of participants who gave accurate responses rose to twenty-eight after watching the accompanying film.

According to Table 1. Results from the fourth question revealed that only ten participants responded accurately, or 35.7%, without watching the film. These people can correctly estimate responses without realizing the source of their gratitude. In contrast, a subset of 18 respondents (64.3%) offered the wrong answer due to their lack of exposure to the films the researchers provided. After watching the provided film, the proportion of participants who responded accurately rose to twenty-five, or 89.3%. This is the case because we have shown all viewers the importance of expressing gratitude in the films offered. In contrast, three respondents (10.7%) gave the wrong response. Respondents cannot understand video dialogues.

According to Table 1, The results of the first five questions are shown on the fifth question; Of the fourteen respondents who did not watch the movie, fourteen answered correctly, and fourteen did not. This is a 50 percent shortfall. The questions asked obscure participants' understanding of the award. The proportion of participants who gave accurate responses increased to twenty-eight, with a 100 percent success rate after watching the film. Experts show the correct method for the grid in the accompanying video.

DISCUSSION

Gratitude provides significant benefits to students. It has been shown that gratitude, a systematic approach, can be used to achieve deep levels of calmness, reduce symptoms associated with anxiety and depression (Cregg & Cheavens, 2021), and increase happiness (Shin et al., 2020). Therefore, it is strongly recommended that individuals in all strata of society express gratitude to promote psychological balance and a healthy lifestyle (Lwin et al., 2020). Fortunately, it's free and easy to design ahead of time, further simplifying the process. Gratitude is essential to inspire others to help humans (Sawyer et al., 2022).

In addition, research reveals that students benefit significantly from technology-based learning. After being exposed to the film with the responses the researcher asked, the participants answered all the questions more often. Students may be motivated to learn something new by mastering these films. Student performance can be significantly improved by acquiring video utilization skills (Hasan et al., 2020).

Information can be communicated quickly and easily through technologically improved instruments, which today are invaluable for information transmission. Daily life has witnessed the proliferation of digital cameras and mobile phone cameras (Pulukuri & Abrams, 2020). Video conferencing is a computer-based communication that is easily accessible via the Internet. The Internet serves as a worldwide computer network that accelerates and streamlines the dissemination of information and knowledge, including educational resources, ensuring that instructional and learning content remains current (Su & Chiu, 2021).

While technology does not provide equal opportunities and accessibility to education, it can broaden students' understanding across multiple disciplines. The evolution and advancement of information technology can significantly affect activity patterns, even in education (Chen & Deng, 2021).

The proliferation of video capture equipment, including digital cameras and mobile phones equipped with cameras, has facilitated the exponential growth of online digital video collections (Safdar et al., 2020). In recent years, there has been a surge in interest in video learning (Yang et al., 2021).

Regardless of geography, all students can access the resources, information, and objects they want. This access will facilitate students' acquisition of diverse knowledge and learning. Some of the increasing importance of interactive video technology in education can be attributed to advances in learning theory, including teaching and learning (Su & Chiu, 2021).

In addition, technology facilitates improved communication, resource exchange, and improved methodologies that improve student education.

CONCLUSIONS AND RECOMMENDATIONS

Video-based learning has the potential to be integrated into pedagogical processes across several educational domains, which include appreciative teaching methodologies. The findings of this study suggest that video instruction is beneficial for students. All questions answered increased after respondents saw the film offered. Visual teaching will be easier for students to maintain and understand. In addition, video proficiency can arouse students' curiosity to acquire new knowledge.

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